

Le Murier School Curriculum Policy Statement



Vision statement:

Every experience is a learning opportunity.

School's Aim:

We aim to promote every student's academic, social, emotional, sensory and physical development through a breadth of learning experiences both in and outside of the classroom. We want to enable our students to be active and productive members of their local community. We value your child as an individual and we aim to provide an holistic approach to your child's learning and care.

We will do this by:

- Providing a happy and secure learning and social environment in which all members of the school community feel safe and valued;
- Building positive and meaningful relationships;
- Responding to individual student needs and address individual barriers to learning;
- Giving every student a broad, balanced and relevant curriculum;
- Encouraging active partnership with parents and carers and the wider community;
- Extending our knowledge and understanding in order to best support your child's learning and development;
- Working collaboratively with other professionals and stakeholders to provide appropriate learning and developmental programmes (e.g. Speech and Language Therapist, Occupational Therapist, Physiotherapist, Educational Psychologist, Clinical Psychologist, SSHS, College of Further Education)

Our Curriculum:

- **Literacy and English** which includes emphasis on communication (speaking and listening skills)
- **Numeracy and Mathematics**
- **ICT and innovative technologies**
- **Personal skills** including PSHE, Citizenship, Global Literacy and Healthy Schools
- **Physical Health and Wellbeing** including holistic development in the areas of fine and gross motor skills as well as sensory regulation for some students with more complex learning needs
- **Positive Mental Health and Wellbeing**
- **Outdoor Education** which includes outdoor learning pursuits, residential

- opportunities, Duke of Edinburgh Challenge and the John Muir Award
- **World around us** which encompasses awareness of the Arts, geographical location, local and national history; this may be timetabled as either 'project', 'topic', or 'current affairs'
- **World of Enquiry** which provides a science based element to learning promoting problem solving and critical thinking
- **World of Work and Enterprise** where all students can experience, learn and develop skills needed to become confident individuals, effective contributors, responsible citizens and successful learners through a range of work related experiences and opportunities

Personal targets are also set half termly either from what we term as 'essential life skills' (communication, coordinating, participating, locating, thinking and problem solving, being safe and healthy) or from a parent/ carer request.

Students with more complex learning needs also access a sensory led curriculum; elements of the Welsh routes for learning curriculum followed for some.

Our curriculum pathway is flexible with a view to promoting skills for learning, life and living for all students.

Accreditations/ Awards

Students are able to access, where appropriate

- Edexcel Functional Skills Numeracy (Entry Level 1 upwards)
- Edexcel Functional Skills Literacy (Entry Level 1 upwards)
- Edexcel ICT (Entry Level 3 upwards)
- Duke of Edinburgh Award - Bronze and Silver
- John Muir Award
- RYA (Sailing Trust award)
- NICAS (climbing award)
- Pearson BTEC in Home Cooking Skills (Level 1 + 2)
- BTEC Entry Level Awards in Work Skills (Entry Level 3)
- OCR in Life and Living Skills (Entry Level 1 upwards)
- ASDAN Personal Development Award
- ASDAN Transition Challenge

The last four are being trialled in the academic year 2016 - 2017 to enable us to encompass other curriculum areas.

Functional Skills

Numeracy, Literacy and ICT are referred to as the functional skills. Numeracy, Literacy and ICT are taught through what are called tool- box sessions and are also applied and developed regularly throughout the rest of the school curriculum both inside and outside of the classroom. These skills are taught and assessed in P Levels, Entry Levels and Levels depending on the abilities of the individual students.

Learning Outside the Classroom and Residentials

Throughout the students' time in school they will have the opportunity to take part in residential experiences, either in Guernsey or further afield. We would seek parents' support in encouraging all students to go on residentials, as they are an important element of the curriculum and are key to developing independence, positive attitudes, team work, resilience and social skills. They also help to develop successful learners, confident individuals, responsible citizens and effective contributors; key elements of the Guernsey Curriculum.

Structure of the School.

Although Le Murier is departmental in its structure, there are incidences where a student may access more than one department or alternative learning environments to best meet their needs. Multi-disciplinary input, through referral, is also school-wide for assessment, monitoring, guidance and joint classroom working.

Le Murier is divided into three departments

- Middles
- Seniors
- Sensory and Communication

Middles (KS 3) (Years 7 - 9) is for students aged 11 - 14.

Here the students work with teams of teachers, and most of the work is centred around a project for each term. Projects are based on aspects of The World Around Us, The World Of Enquiry, problem solving and science based thinking skills. The students are put into groups according to their needs. A special emphasis is placed upon providing the correct support to enable improvement in Numeracy and Literacy.

Seniors (KS4) (Years 10 + 11) is for students aged 14-16.

Students in this department continue with the functional skills of Numeracy, Literacy and ICT and are taught skills to transition into adulthood including work related learning. There are opportunities for work experience, in house enterprises, Duke of Edinburgh Award and community volunteering. Students have the opportunity to attend the College of Further Education, sometimes accessing discrete teaching groups such as Catering and PAC or as part of the LINK programme.

Sensory & Communication (KS3 - 5) (Years 7-14)

The Sensory and Communication Department sits alongside the Middles and Seniors Departments at Le Murier. It provides education that meets the needs of students with more complex learning, sensory, communication and physical disabilities and difficulties. The Sensory and Communication Department offers a flexible approach to the curriculum focusing on skills that matter to this student group. Areas of focus include

communication, choice- making and social skills, personal development (looking at behaviour and coping skills, developing tolerance, confidence, sensory self-regulation, self-help and independence), movement and body awareness (including osteotherapy, yoga and hydrotherapy) as well as Literacy, Numeracy and ICT. The department is split into groups according to their needs. Multidisciplinary input is sought for assessment, the setting of objectives and joint classroom working. Teaching and learning approaches used may include Picture Exchange Communication System (PECS), visual schedules and work systems, principles of TEACCH, objects of reference, sensory diet, Sherbourne Movement, Signalong and Intensive Interaction.

For some students the current College of Education learning environment is unsuitable or some may have additional medical needs requiring a school nurse on site, therefore in past years a KS5 (Yr 12) provision has been established. Students continue their learning in all areas of the curriculum but with a focus on learning skills to move into adulthood and their next steps, such as weekly half day work experience and time at the College of Further Education.

Responsibility for policy

The policy belongs to all staff at Le Murier who therefore share responsibility for its implementation.

Scope of the Policy

This policy applies to all students and staff. All new staff will be made aware of the policy during their induction. The successful implementation of the policy depends upon a whole school approach. The Skills Curriculum and its delivery will be an ongoing developmental action for the school's SIP for the immediate future as well as a key feature in the REP.

Date Written: March 2017

Review date: as needed

Signed:

..... (Headteacher)

..... (Deputy Headteacher)

..... (Deputy Headteacher)